DOCUMENT RESUME

ED 051 554 24 EA 003 548

TITLE	Summary of Consultant Reactions to the CERLI Evaluator Development Program With Staff Recommendations for Future Program Development.
INSTITUTION	Cooperative Educational Research Lab., Inc., Indianapolis, Ind.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
REPORT NO	WP-10-addendum; WP-12
BUREAU NO	BR-6-1391
PUB DATE	15 Aug 67
CONTRACT	OEC-3-7-061391-3061
NOTE	40p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Consultants, *Program Development, *Program Evaluation, *Program Improvement, *Task Analysis

ABSTRACT

This document reports on the activities of educational consultants involved in the appraisal of the Evaluator Development Program. Included are (1) consultant suggestions for program improvement, (2) a tabulation of consultant responses to task items on the consultant form, (3) a list of consultants, and (4) materials used during the evaluation process. (LLR)

BR 6-1391
PA 24
EA

Evaluator Program Development
Cooperative Educational Research Laboratory, Inc.
Indianapolis, Indiana

Working Paper #12
August 15, 1967
Addendum to Working Paper #10

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED051554

SUMMARY OF CONSULTANT REACTIONS TO THE CERLI EVALUATOR DEVELOPMENT PROGRAM WITH STAFF RECOMMENDATIONS FOR FUTURE PROGRAM DEVELOPMENT

Part I: Consultant Identification

Part II: Consultant Responses

Part III: Staff Recommendations for Future Program Development

Appendix: Format for Contacting Consultants

Cover Letter

Consultant Form

EA 003 548

PART I: CONSULTANT IDENTIFICATION

Between June, 1967 and August, 1967, CERLI staff members conducted a series of evaluative activities designed to critically examine the progress of the Evaluator Development Program to date and to obtain suggestions for its modification and further development. A list of prospective consultants professionally qualified to serve in this phase of the evaluation activity was identified. Initial contact with these persons was established through telephone conversations structured to ascertain the interest and ability to prospective consultants and to discuss briefly the program and the CERLI staff expectations of the role of the consultants. (See Appendix A). Upon receiving an agreement to serve, CERLI's Indianapolis office forwarded the consultants a letter of instructions and a consultant form. (See Appendices B and C). Follow-up interviews and telephone contacts were arranged to discuss, clarify, or supplement the evaluative remarks rendered by the consultants.

Listed below are the names and positions of those persons who served as program consultants, and from which responses were received on or before August 1, 1967. Only the responses of these persons are included in this document. However, it should be noted that the suggestions of two consultants who participated in structured interviews, but had not returned consultant forms by August 1, 1967, are included in this report.

Dr. Haron Battle
Assistant Superintendent of Instruction
Gary Public School System
Gary, Indiana

Dr. John Best
Professor of Education
Butler University
Indianapolis, Indiana

Dr. Glenn C. Boerrigter
Coordinator
U. S. Office of Education
Washington, D.C. 20024

Dr. Gordon Cawelti
Executive Secretary
Commission on Secondary Schools
North Central Association
Chicago, Illinois 60615

Dr. David Clark
School of Education
Indiana University
Bloomington, Indiana

Dr. Claude W. Fawcett
Department of Education
University of California
Los Angeles, California 90024

Dr. William K. Flottmann
Eastern Illinois Development and Service Unit
406 W. Johnson
Charleston, Illinois

Dr. Gerald Gleason
Director of Research
School of Education
University of Wisconsin
Milwaukee, Wisconsin

*Dr. James Griggs
Dean, School of Education
Western Michigan University
Kalamazoo, Michigan

Dr. John J. Horvatt
Executive Officer
The National Institute for the Study
of Educational Change
825 East 8th Street
Bloomington, Indiana 47401

Dr. Norman Kurland
Director, Center on Innovation in Education
New York State Education Department
Albany, New York 12224

Dr. C. M. Lindvall
Associate Director
Learning Research and Development Center
University of Pittsburgh
Pittsburgh, Pennsylvania

*Dr. Ken Lund
Vice President
Scott Foresman and Company
Chicago, Illinois

Dr. Ralph Lundgren
State Department of Education
Title IV, ESEA
Springfield, Illinois

*Indicates those persons who had not returned consultant forms by August 1, 1967.

Dr. Richard I. Miller
Director, Program on Educational Change
University of Kentucky
Lexington, Kentucky 40506

Dr. Roland J. Pellegrin
Director, Institute for Community Studies
University of Oregon
Eugene, Oregon

Dr. Daniel L. Stufflebeam
Director, Evaluation Center
Ohio State University
Columbus, Ohio 43210

PART II: CONSULTANT RESPONSES

General Reactions. Typically the consultant responses to the program were laudatory although reactions ranged from mildly negative to extremely positive. Consultants reported that the program represented a comprehensive, challenging, difficult, and essential piece of work focused upon a vital area. The Evaluator Development Program was viewed as being extremely significant and represented an innovative approach of major magnitude. One respondent remarked that if any of the treatments do the task as defined in footnote eleven, they will be highly useful.[1] One respondent expressed the opinion that most of the preliminary work had been done by others long before this.[2] Observers who had followed the progress of the program since its inception in February, 1967, reported that excellent progress had been achieved.

[1]"A task is defined as developed when it has been explicated, skills and competencies identified and treatments developed and tested to cause effective skills development. A developed task is capable of replication." (Footnote 11, p. 10, Working Paper #10).

[2]The staff pursued this lead but was able to locate only bits and pieces of writings, mostly unrelated and fugitive-like in nature; typically this material was "it ought to be done" in nature rather than substantive.

The major recommendations and responses of the consultants are reported in two sections: Section A - Consultant Suggestions, and Section B - A Tabulation of Responses to Task Items on the Consultant Form.

Section A: Consultant Suggestions. The main suggestions for the modification of the Evaluator Development Program in response to the instructions in the Consultant Form which requested consultants to render evaluative remarks, suggestions, and recommendations relating to the Evaluator Development Program are classified into the following categories:

1. Conceptual Framework. Additional consideration needs to be given to the theoretical or taxonomic structure which interconnects and relates the evaluative tasks. An extensively developed conceptual base from which to judge the relationship of tasks, their significance to the process of evaluation, and priorities for development would strengthen the program.

2. The Tasks. A majority of the consultants pointed out the apparent duplication, repetition, and overlap among the described tasks. A common suggestion was the need to organize the tasks into a limited number of major task categories consistent with a conceptual framework discussed above. An inconsistency in the degree of specificity of the tasks was pointed out as well as the need to re-state some tasks to achieve compatibility between the task statements

and the acts to be performed in their implementation.

Listed below are some of the tasks suggested as missing from the original task list:

a. To develop general criteria for application in measuring the effectiveness and efficiency of existing innovative practices and products, i.e., minimum standards and outcomes which indicate successful utilization of practices and products.

b. To evaluate program plans in terms of completeness, specificity and congruence.

c. To evaluate changes in staff behavior.

d. To evaluate criteria and procedures for personnel selection.

e. To forecast continuously decision-making processes and associated information requirements.

f. To evaluate the on-going evaluation program.

g. To define the major audiences for evaluative information.

3. Field Work. It was suggested that the program be modified to work more closely with practitioners in the field who are performing evaluative responsibilities. One consultant suggested that persons currently implementing evaluator functions be identified for the purpose of locating an operational model around which an alternative program approach might be built.

4. Position Development. The suggestion was made that more attention be given to the relationship between new positions and existing positions within present organizational structures. Additionally, it was suggested that more concern be given to the organizational problems and strategies necessary for the implementation of more effective evaluation positions and procedures. More consideration should be given to the potential roles of organization such as state departments of education and intermediate educational units and associations in educational evaluation.

5. Attitudinal Climate. The program should be concerned with the preparation of people to appreciate the need for more effective educational evaluation, thus become more receptive to the implementation of evaluation procedures.

6. Program Clarification. It was suggested that aspects of the project and program descriptions contained in Working Paper #10 lacked clarity and detail. The need for more explicit procedures for the accomplishment of the steps outlined in the model was pointed out. The need for a less technical description of the program activities was suggested. Also more attention should be given to the levels and kinds of data needed by persons in various positions within local educational organizations, including board members, superintendents, principals, and teachers for effective evaluation.

7. Program Objectives. It was suggested that the program does not give adequate attention to undeveloped or non-existent tools, methods, and strategies in which evaluators need to be skilled and competent to be effective; and that the Evaluator Development Program include as one of its specific objectives evidence of concern for the development of these new tools, methods, and strategies.

Section B: Tabulation of Responses to Task Items on the Consultant Form.

Table 1 summarizes the consultant responses as follows:

(1) Column 1 reports the task number.

(2) Column 2 reports the task statement.

(3) Column 3 reports the frequency of selection of the task as one of the five (5) tasks that should be given highest development priority in this program.

(4) Column 4 reports the respondents perceptions of the importance of the task as extremely, moderate, slightly, not important.

(5) Column 5 reports the potential for development as perceived by the respondents.

(6) Column 6 reports the likelihood of the task being executed in a school setting as perceived by the respondents.

The tasks are arranged according to the frequency with which they are selected as one of the five most important tasks that should be given priority. Those tasks which were not selected as one of the five most important are ordered according to the frequency by which the respondents reported the task to be extremely important to the evaluation process.

TABLE 1: Consultant Responses to Each of Forty-Four Tasks in Terms of Development Priority, Importance to the Evaluation Process, Potential for Development, and Likelihood of Implementation.

1	2	3	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10		6 If developed, is it likely that this task would be executed in school settings?	
TASK No.	TASK	f	Ext	Mod	Slt	Not	Yes	No	Yes	No
28	To translate program objectives into behavioral or operational terms.	6	12	2	0	0	12	1	12	2
30	To present generalizations and data to the decision-makers in a form that will enable them to identify gains and losses from a particular program.	5	12	2	0	0	12	1	10	4
2	To identify and select criteria upon which judgments about institutional objectives may be made.	5	11	1	0	0	8	3	8	4
20	To assess the congruence between what the program does and intends to do.	5	10	2	0	0	12	1	11	3
17	To assess the consequences of educational programs.	4	14	0	0	0	11	2	11	3
16	To assess the consequences of educational practices.	4	13	0	0	0	10	2	10	3
1	To identify the broad purposes of the institution.	4	7	7	0	0	11	2	10	4

1 TASK NO.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
8	To design field testing procedures.	3	12	2	0	0	12	1	12	2
6	To develop valid and reliable measurement instruments and techniques.	3	11	1	1	1	13	0	9	5
14	To develop practitioner readiness for evaluation.	3	10	4	0	0	8	4	12	2
44	To assist curriculum specialists, supervisors, and teachers in the adoption of materials and practices that can be evaluated in terms of specific objectives.	3	8	3	0	2	11	1	12	1
12	To develop descriptive information about programs.	3	6	5	2	0	12	1	10	4
34	To analyze the findings of the evaluations of programs and practices in terms of given criteria	2	13	0	0	0	11	1	9	4
21	To translate the broad purposes of the institution into forms suitable for treatment and application.	2	11	2	0	1	12	1	9	4

1 TASK NO.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
4	To identify the outcomes which are contingent upon particular antecedent conditions or strategies.	2	9	3	1	0	10	3	8	5
11	To assist curriculum specialists, supervisors, and teachers in the development of materials and practices that can be evaluated in terms of specific objectives.	2	8	4	1	1	12	1	11	3
3	To identify procedures and processes for the evaluation of professional personnel of the institution.	2	8	3	3	0	9	3	6	8
18	To evaluate programs or practices developed, tested, or adopted in other settings.	2	6	8	0	0	12	1	8	6
9	To prepare project or program proposals.	2	4	5	2	1	11	2	11	1
32	To apply valid and reliable measurement instruments and techniques.	1	13	0	0	0	10	2	12	1

1 TASK No.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
22	To report the results of the evaluation of programs and practices in terms of given criteria.	1	12	2	0	0	12	1	10	4
24	To aid in the interpretation of the results of the evaluation of programs and practices.	1	11	3	0	0	12	1	12	2
26	To interpret for the public (s) the results of the evaluation of programs and practices as they relate to objectives and outcomes.	1	11	3	0	0	11	1	12	2
23	To interpret the results of the evaluations of programs and practices in terms of given criteria.	1	11	2	0	0	11	1	10	3
10	To design studies for given institutional purposes.	1	9	4	1	0	10	2	12	1
43	To aid in the process of training users in the utilization of the results of evaluation.	1	8	5	1	0	12	1	13	1
36	To implement and maintain a data bank.	1	8	4	2	0	9	4	8	5

1 TASK No.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
37	To implement and maintain a feedback system for a data bank.	1	8	3	2	0	10	3	8	5
31	To determine the nature of the decision-making process in the institution.	1	7	5	1	1	9	3	6	7
25	To encourage the adoption of innovative programs and practices.	1	6	4	0	4	9	3	9	4
29	To feedback the data relating to the congruence of the outcomes and intents resulting from the program.	0	11	3	0	0	11	2	11	3
39	To advise users in the selection, construction, and use of measurement instruments.	0	11	2	1	0	12	1	14	0
5	To identify the consequent side effects of the strategies or practices in a program implementation.	0	9	3	1	0	9	3	8	6
19	To make judgments about programs or practices developed, tested, or adopted in other settings.	0	9	3	0	0	10	2	8	4

1 TASK No.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
42	To provide measurement and evaluation services.	0	8	4	1	0	11	1	12	1
15	To judge the relative merits of each of the broad purposes of the institution.	0	8	3	2	0	9	3	6	7
41	To provide counsel for educational practitioners in the process of self-evaluation.	0	8	2	2	2	10	2	11	2
40	To provide counsel with teachers about the problems and procedures of individual pupil evaluation.	0	6	6	1	1	11	2	13	1
13	To develop generalizations about the program and its practices.	0	6	5	2	0	10	3	9	4
27	To explicate the rationale for developmental programs.	0	6	4	1	3	8	4	6	7
35	To accumulate project or program information about similar programs in other settings.	0	5	5	3	0	11	1	8	5

1 TASK NO.	2 TASK	3 f	4 How important is this task in the evaluation process?				5 Can this task be developed as outlined sequentially in the program model on Pages 9-10?		6 If developed, is it likely that this task would be executed in school settings?	
			Ext	Mod	Slt	Not	Yes	No	Yes	No
3	To design procedures and processes for the evaluation of professional personnel of the institution.	0	5	4	4	0	8	4	6	7
33	To direct field testing procedures.	0	4	8	0	0	12	0	10	3
38	To implement procedures and processes for the evaluation of professional personnel of the institution.	0	4	5	2	2	9	3	9	4

PART III: STAFF RECOMMENDATIONS FOR FUTURE PROGRAM DEVELOPMENT

It is recommended that the Evaluator Development Program be discontinued as a CERLI activity unless significant program interest is demonstrated by the CERLI staff and Board of Control as evidenced by the allocation of personnel and resources similar in amount to that outlined in Section A, Basic Program, below.

Activity	Means to Accomplish	Cost (Dec. 1 - Nov. 30, 1968)
A. Basic Program		
1. Incorporate the suggestions of the consultants into the program. (Fall 1967).	1-1 Hire a program coordinator, a program officer, and a research assistant and a secretary.	$54,500
	1-2 Establish a program advisory committee to provide direction, and assist in formulating more comprehensive conceptual framework. (Suggest old staff along with outside consultants that have participated in program development to date).	10 for 10 days @ $100 including expenses. $10,000
2. Select tasks for development as outlined in the model. (Fall 1967 thru spring 1968).	2-1 Developed by staff and CERLI contracts with other consultants or agencies to develop selected tasks.	30 tasks @ $2,000 each - $60,000.
3. Evaluators trained. (Summer 1968).	3-1 CERLI trains, or 3-2 CERLI contracts for training activities, or 3-3 CERLI arranges for training.	Participating agencies provide own stipends and participants costs.

4. Trained evaluators* studied in institutional settings (Fall 1968).	4-1 CERLI staff function.	
5. Program is modified in lieu of input gained from activities to date. (Winter 1969).	5-1 CERLI staff.	(Travel, space, and other administrative expenses) - $20,000.
Estimated Basic Program Costs (Dec. 1, 1967-Nov. 30, 1968)		$144,500.

B. Basic Program Expanded: OPTIONAL

Exploratory Extension of Evaluator Development Program Focused Upon Two-Year Institutions of Higher Education.

1. Initiate exploratory program discussed in attached July 18 Idea Consideration Draft for Board of Control of CERLI entitled: A Special Development in the Evaluator Development Program Focused Upon the Two-Year Institutions of Higher Education.

Staff member and secretary	$24,500.
Consultants	2,500.
Travel and per diem	6,000.
Space and other administrative support	3,000.
	$36,000.

(Total cost if (B) Exploratory Extension of Evaluator Development Program is implemented concurrently with (A) Basic Program - approximately $180,500).

*Recommend that consideration be given to the possibility of funding the establishment of evaluator-like positions in institutions through a CERLI-developed Title III project.

INITIAL CONTACT FORM

Initial contact with_____
Consultant

_____
Phone

_____
Date

_____
Caller

I. INTRODUCTION OF SELF AND POSITION

A. Name

B. Organization - CERLI

C. Location - 111 N. Capitol, Indianapolis, Indiana 46204

II. PROGRAM IDENTIFICATION AND BACKGROUND

A. Evaluator Role Development Program

1. Original assignment - the evaluator as a middleman role.

2. We have focused upon:

a. Task identification and development. We have conceived of this process in these stages of development.

1. A list of 45 evaluative things or tasks to be done in evaluative processes was evolved.

2. Task description in terms of critical concepts and elements with main acts to be performed and outcomes. We have completed this stage of development (go through detail on a task).

3. Explication of skills and competencies necessary to perform given tasks.

4. Design of curriculum to effect the performance of given tasks.

5. Trial application of the curriculum.

b. Position identification and development.

1. Presently is undeveloped but is viewed as a clustering of tasks into job descriptions for institutional positions.

c. Would like to engage you as a consultant.

III. YOUR ROLE AS CONSULTANT WOULD BE

A. To review the progress of the program to date which we have summarized in a working paper that we would like to forward to you. We would ask for your evaluative remarks, suggestions, reactions, and recommendations in regard to the program. The draft which we sent to the printer was about 100 pages double spaced. We estimate that it would take 2-4 hours of your time. Specifically we would like your reactions to the described tasks as to:

1. The importance of the tasks to the process of evaluation.

2. The potential for development of the task.

3. The likelihood of the task being carried out in school settings.

B. If you are interested we will send you a copy of the working paper and a letter summarizing these comments, and a response form. This would be followed by another phone conversation and/or interview to clarify questions and comments regarding the prcject.

IV. DETAILS

A. Remuneration: $25.00 - in view of our limited budget.

B. Are you interested?

1. If yes, what is your availability in July? Would you prefer follow-up by phone, letter, interview?

C. Our address and phone.

D. Your address.

THANK YOU

COVER LETTER

Dear (Consultant) :

This letter is to confirm our telephone conversation of June _____ with reference to your role as a special consultant to the Evaluator Development Program of the Cooperative Educational Research Laboratory, Inc. This Program, conceived with the hope that it might be appropriate for what researchers call the area of educational middleman development, incorporates three phases - task, position, and role development.

Since the inception of the Program in February 1967, virtually all of the effort of CERLI's staff in Indianapolis has been applied to the Task Development Project of the Program. Early stages of the Program model appropriate for purposes of describing highlights of the Task Development Project include:

1. Task listings; (see pages 24-27)
2. Task descriptions constituting definition of critical concepts and elements, main acts to be performed, and intended outcomes; (see pages 28-95)
3. Explication of skills and competencies necessary for performance of given tasks;
4. Design of curriculum to effect the performance of given tasks; and
5. Trial application of the curriculum.

The working paper enclosed herein chronicles the progress of the Program, and especially the Task Development Project to date, and includes the contents of items number 1 and 2 above.

The Position Development Project, while discussed briefly on page 15 of the working paper, presently has received only peripheral development attention, but is seen primarily as a series of processes for the purpose of clustering tasks into job descriptions for institutional positions. The Role Development Project is yet to be identified.

Cover letter (continued)

The CERLI staff is asking you to review the progress of the Program to date and to offer evaluative remarks, suggestions, reactions, and recommendations. Accompanying this letter is a consultant form that conveys to you the nature of the information sought by the staff from your responses. While the response pages appear lengthy, your responses can be made very readily. Two copies of the consultant form are included, one for your files and one to be returned to the Program staff in the enclosed envelope. For your services, CERLI's limited budget permits an offer of $25.00 as remuneration.

Our telephone conversation indicated that you prefer to have CERLI's follow-up contact with you arranged - (by phone, by visit, by return mail) on the following days in July: _____, appointed hour, location, etc. In order to expedite such arrangements, I shall again be telephoning you very soon.

Again, thank you for your interest in assisting the Evaluator Development Program staff to carry out its own current series of essential evaluative activities.

Sincerely,

CONSULTANT REPORT

NAME OF CONSULTANT_____

ADDRESS_____

DIRECTIONS:

In Part A you are asked to respond to each of the tasks in terms of your perceptions of:

1. The importance of the tasks to the evaluation process.
2. The potential for development of the task.
3. The likelihood of the task being carried out in school settings.

In Part B you will be asked to select five (5) tasks that are in most need of development as defined in this program; in Part C to list evaluative tasks that are not listed herein; and in Part D to summarize other remarks, suggestions, reactions, and recommendations which you have relating to the project or program.

PART A: Place a check in the blank space after the response which best summarizes your judgment about each question.

TASK 1 - To identify the broad purposes of the institution.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 2 - To identify and select criteria upon which judgments about institutional objectives may be made.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 3 - To identify procedures and processes for the evaluation of professional personnel of the institution.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 4 - To identify the outcomes which are contingent upon particular antecedent conditions or strategies.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 5 - To identify the consequent side effects of the strategies or practices in a program implementation.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 6 - To develop valid and reliable measurement instruments and techniques.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 7 - To design procedures and processes for the evaluation of professional personnel of the institution.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 8 - To design field testing procedures.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlines sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 9 - To prepare project or program proposals.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes____ No____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 10 - To design studies for given institutional purposes.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 11 - To assist curriculum specialists, supervisors and teachers in the development of materials and practices that can be evaluated in terms of specific objectives.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 12 - To develop descriptive information about programs.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 13 - To develop generalizations about the program and its practices.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 14 - To develop practitioner readiness for evaluation.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 15 - To judge the relative merits of each of the broad purposes of the institution.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 16 - To assess the consequences of educational practices.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 17 - To assess the consequences of educational programs.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No ____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 18 - To evaluate programs or practices developed, tested or adopted in other settings.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 19 - To make judgments about programs or practices developed, tested or adopted in other settings.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 20 - To assess the congruence between what the program does and intends to do.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 21 - To translate the broad purposes of the institution into forms suitable for treatment and application.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not ____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 22 - To report the results of the evaluations of programs and practices in terms of given criteria.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 23 - To interpret the results of the evaluations of programs and practices in terms of given criteria.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 24 - To aid in the interpretation of the results of the evaluation of programs and practices.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 25 - To encourage the adoption of innovative programs and practices.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 26 - To interpret for the public(s) the results of the evaluation of programs and practices as they relate to objectives and outcomes.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 27 - To explicate the rationale for developmental programs.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 28 - To translate program objectives into behavioral or operational terms.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 29 - To feedback the data relating to the congruence of the outcomes and intents resulting from the program.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 30 - To present generalizations and data to the decision-makers in a form that will enable them to identify gains and losses from a particular program.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 31 - To determine the nature of the decision-making process in the institution.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 32 - To apply valid and reliable measurement instruments and techniques.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 33 - To direct field testing procedures.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 34 - To analyze the findings of the evaluations of programs and practices in terms of given criteria.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 35 - To accumulate project or program information about similar programs in other settings.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 36 - To implement and maintain a data bank.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 37 - To implement and maintain a feedback system for a data bank.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 38 - To implement procedures and processes for the evaluation of professional personnel of the institution.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 39 - To advise users in the selection, construction and use of measurement instruments.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 40 - To provide counsel with teachers about the problems and procedures of individual pupil evaluation.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 41 - To provide counsel for educational practitioners in the process of self-evaluation.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 42 - To provide measurement and evaluation services.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 43 - To aid in the process of training users in the utilization of the results of evaluation.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. Can this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

TASK 44 - To assist curriculum specialists, supervisors, and teachers in the adoption of materials and practices that can be evaluated in terms of specific objectives.

1. How important is this task in the evaluation process?
   Extremely____, Moderately____, Slightly____, Not____.

2. CAn this task be developed as outlined sequentially in the program model appearing on pages 9-10?
   Yes_____ No_____

3. If developed, is it likely that this task would be executed in school settings?
   Yes_____ No_____

PART B: Select the five (5) evaluative tasks from the forty-four that you believe should be given highest development priority in this program.

TASK No.

1. _____
2. _____
3. _____
4. _____
5. _____

PART C: List any important evaluative tasks that you perceive to be missing from the above task list.

PART D: Please summarize any additional evaluative remarks, suggestions, reactions, and recommendations relating to the Evaluator Development Program, the Evaluator Task Development Project, the steps involved in the Project and other aspects relating to the Project or Program. (Please use back of page or additional pages if needed.)